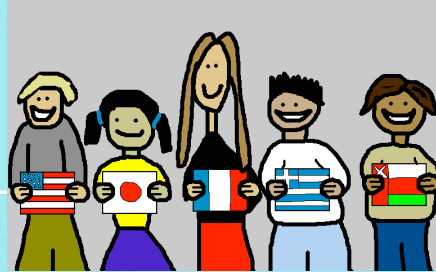


ELL Staff Development



Presented by
Michelle Perry (Room 215) perryymi@spsd.org
and
Sheanna White (Room 215) whitesh@spsd.org

English Language Learners

1. Background on English Language Learners

Who are they and what are their learning needs?

2. Cultural Aspects of Learning for ELLs

- a. What is Culture?
- b. Factors that Impact Learning for ELLs
- c. Enhancing culture in the classroom
- d. Classroom Cultural Scenarios



3. Personal Story

Life as a language learner

4. Break (10 Minutes)

5. Parental Involvement

Building family/school relationships

6. Content Literacy for English Language Learners

Challenges, modifications, and best practices

7. The Challenges of Math and Science

8. The Five Minds of the Future

Howard Gardner's newest research

Qualifying for ELL Services

Entrance criteria:

Home Language Survey
Prior ELL services
W-APT (WIDA ACCESS Placement Test)
Observation/Teacher Recommendation

Exit criteria:

ACCESS score of 6 in overall score or combined literacy score
NWEA scores
Grades
Observation/Teacher Recommendation

****** Students who exit ELL program are put on "monitor" status for two years.

ELL Program Types Found in SPSPD

ELL In-class support

Students receive scaffolding and moderate modifications while functioning within the mainstream class.

ELL Pull-out

Students are pulled-out of mainstream classes to receive individualized support.

ELL Sheltered Instruction

Combines content and language learning. Content is modified to meet language learners' level of comprehension.



Three Principles Which Help ELLs



1) Increase comprehensibility

- Non-verbal clues
- Break down material into smaller chunks

2) Increase interaction

- Buddies, small groups, cooperative learning
- Safer place to practice language.

3) Increase thinking skills

- Language for **Analysis, Synthesis, Evaluation** is required for academic success.
- Thinking out loud, modeling, graphic organizers, follow-up questions (How do you know that?)

The Middle School ELL Students Come From...

Afghanistan, Bulgaria, Cambodia, China, Costa Rica, The Dominican Republic, Egypt, El Salvador, Iceland, India, Jamaica, Korea, Mexico, Peru, Poland, Russia, Serbia, Somalia, Sudan, Vietnam...

And...?



Factors that Impact Learning and Behavior of ELLs

Elize Hamayan, Marla Barbara, and Cristina Sanchez

Previous Schooling

- Amount and quality of prior schooling in English and L1
- Congruence of educational approaches
- Literacy Level

Cross-Cultural Factors:

- Conceptual formations
- Different norms and values
- Difference in attitudes, perceptions, and beliefs

Physical and Psychological:

- Medical conditions, impaired vision or hearing
- Malnutrition, hunger, or poor health prior to arriving here
- Chronic pain due to untreated medical conditions
- PTSD, fear, psychological stress
- social and emotional development
- Cultural differences in medical and psychological care and expression

Personal and Family Factors:

- Socioeconomic status
- Family dynamics
- Family responsibilities and expectations
- Student interest and motivation
- Parental involvement in school work
- Parental experience with school in country of origin
- Consistent home language usage

The Learning Environment:

- Teacher preparation and presentation of materials
- resources and teacher availability
- program designs in country of origin and US
- similarities and differences in content areas
- range of services offered
- the value placed on native language and culture within US classroom
- characteristics of instruction and assessment
- approaches and importance of problem solving
- Individual vs. communal work completion



Culture

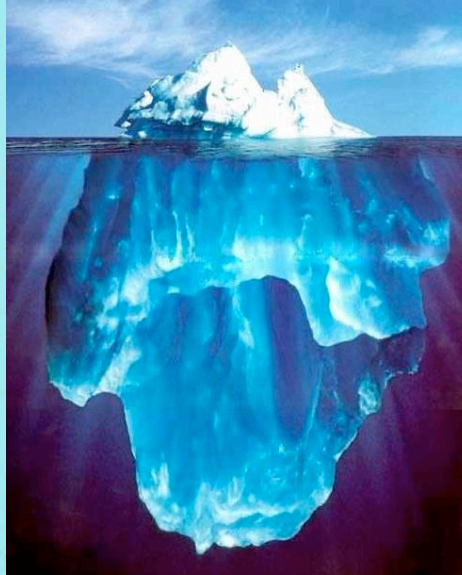
"The belief that one's own view of reality is the only reality, is the most dangerous of all delusions."

- Paul Watzlawick

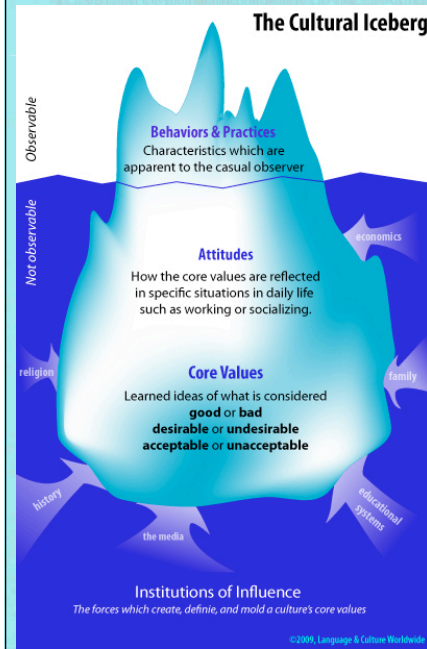
"Culture is so much an integral part of our life that it is often difficult to realize that there are different, but equally valid, ways of thinking, perceiving and behaving." - Peter Chinn

Culture as an “Iceberg”

*Like the iceberg,
nine-tenths of
culture is out of
sight, out of
conscious
awareness...*



Culture as an Iceberg



Above water line:

These are the aspects of culture that are explicit, visible, taught. This includes written explanations, as well as those thousands of skills and information conveyed through formal lessons, such as manners or computing long division or baking bread. Also above water are the tangible aspects: from the "cultural markers" tourists seek out such as French bread or Guatemalan weaving, to the conformity in how people dress, the way they pronounce the letter "R", how they season their food, the way they expect and office to be furnished.

At the water line:

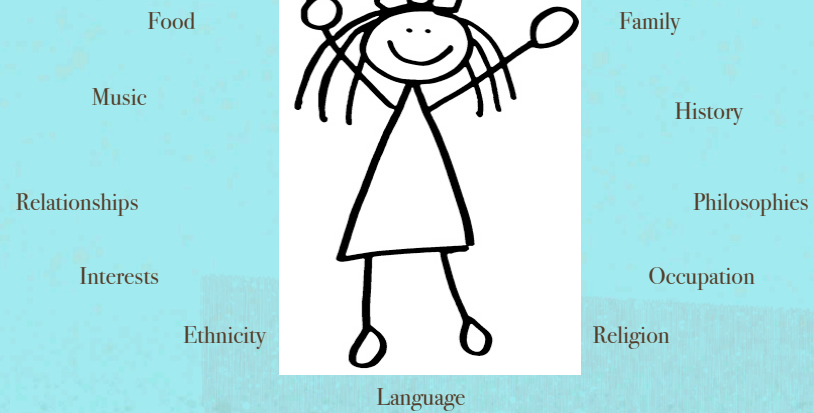
The transition zone is where the cultural observer has to be more alert: "now you see it now you don't", the area where implicit understandings become talked about, explained--mystical experiences are codified into a creed; the area where official explanations and teachings become irrational, contradictory, inexplicable--where theology becomes faith.

Below the water line:

"Hidden" culture: the habits, assumptions, understandings, values, judgments ... that we know but do not or cannot articulate. Usually these aspects are not taught directly. Think about mealtime, for example, and the order you eat foods at dinner: Do you end with dessert? With a pickle? With tea? Nuts and cheese? Just have one course with no concluding dish? Or, in these modern times, do you dispense with a sit-down meal altogether? Or consider how you know if someone is treating you in a friendly manner: do they shake hands? keep a respectful distance with downcast eyes? leap up and hug you? address you by your full name? These sorts of daily rules are learned by osmosis -- you may know what tastes "right" or when you're treated "right", but because these judgments are under-the-waterline, it usually doesn't occur to you to question or explain those feelings.

Visual Representation of Personal Culture

This activity is to help us explore our own unique culture.





Involving Parents

- Consult with an ELL teacher about the need for an interpreter
- Be aware of which students are speaking another language at home
- Don't let the language barrier limit your communication with parents
- The Language Line is available to use for urgent situations

Interpreters

- speak to parent , not the interpreter
- pause frequently for translation
- make this an opportunity for parents to ask you questions too
- expect the conferences to take longer
- be aware of cultural differences, for example they may not know grading system, class names, etc.
- interpreters need to be scheduled at least a week in advance

ELLs and Content Literacy

Generally if they are not in a mainstream they will be in a pullout class in LA and SS (most highly language based) but because the math program is more language based, this is a challenge for students.

Background in school makes a huge difference because students can make connections to prior knowledge and build upon prior school experiences

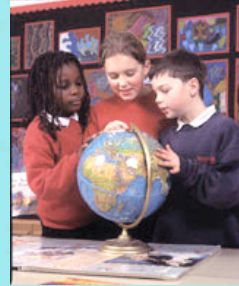
The written history of the language and the importance of reading and writing have an impact on language learning and literacy.
-Asians, Somalians, Hispanic (schools, etc)

Culture Grams

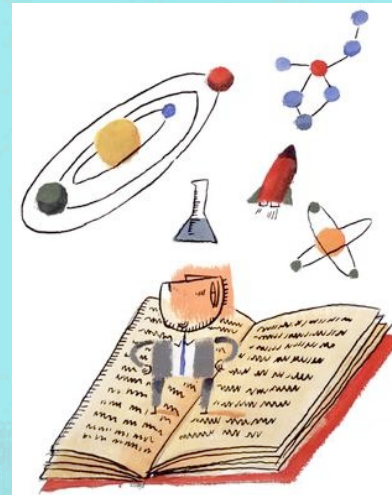
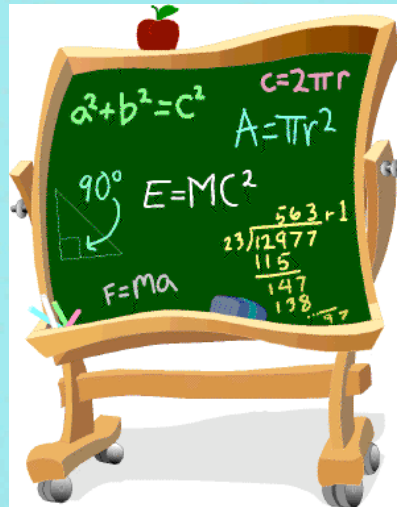
* <http://online.culturegrams.com/>

* username: 45-88857

* password: bigchalk



Challenges of Science and Math



Five Minds of the Future

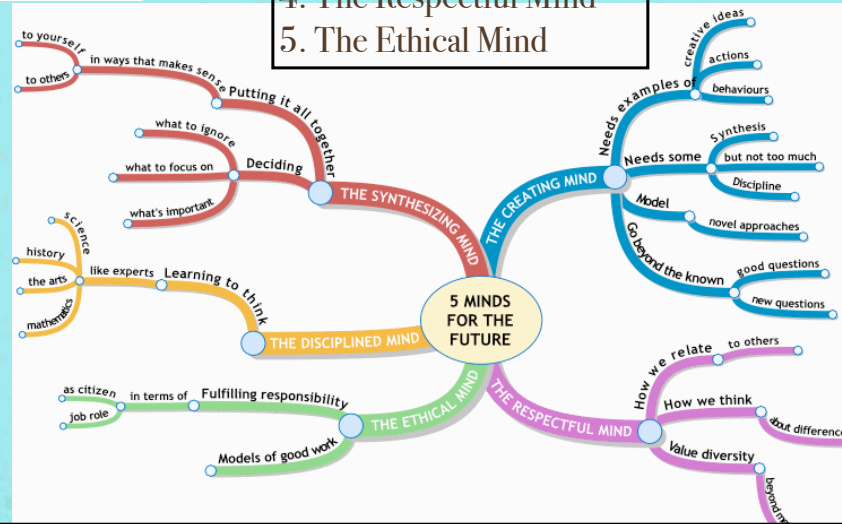
Howard Gardner



- * The mind is a collection of 8-9 computers that help us function= Multiple Intelligences
- * What Minds do we need to cultivate in Education?

The Five Minds of the Future

1. The Disciplined Mind
2. The Synthesizing Mind
3. The Creative Mind
4. The Respectful Mind
5. The Ethical Mind



The Respectful Mind

- Diversity is a fact of life at home and abroad
- Beyond mere tolerance
- Need to understand others perspectives, motivations, emotional and interpersonal intelligence

The bicycle was the first thing that brought people out of their own local radius. Now with current and expanding technology we are an interconnected global village. We need to be aware of the implications.

We have the responsibility to act appropriately

The Chaos

by G. Nolst Trenité

Dearest creature in creation
Studying English pronunciation,
I will teach you in my verse
Sounds like corpse, corps, horse and worse
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye your dress you'll tear,
So shall I! Oh, hear my prayer.

Just compare heart, beard and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written).
Made has not the sound of bade,
Say said, pay-paid, laid, but plaid.

Now I surely will not plague you
With such words as vague and ague,
But be careful how you speak,
Say break, steak, but bleak and streak.
Previous, precious, fuchsia, via,
Pipe, snipe, recipe and choir,
Cloven, oven, how and low,
Script, receipt, shoe, poem, toe.

Billet does not end like ballet;
Bouquet, wallet, mallet, chalet;
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, Viscount, load, and broad.
Toward, to forward, to reward.
And your pronunciation's O.K.,
When you say correctly: croquet.
Rounded, wounded, grieve, and sieve,
Friend and fiend, alive, and live.